DOCUMENT RESUME

ED 124 834 CG 010 622

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TITLE Evaluation of a Demonstration Career Information Centre. An Interim Report.
INSTITUTION North York Board of Education, Willowdale (Ontario).
PUB DATE [74]
NOTE 73p.; For related documents, see CG 010 620-624

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Career Exploration; Data Analysis; Demonstration Programs; *Demonstration Projects; Guidance Services; *Information Centers; Occupational Choice; *Occupational Information; Program Evaluation; Secondary Education; *Statistical Data; Student Needs; *Vocational Counseling
IDENTIFIERS *Canada

ABSTRACT

This paper reports on phase one of the evaluation of a career information center established in a secondary school as a demonstration projects. The evaluation is based on a questionnaire developed to probe students' views regarding future planning, and to ascertain what plans they themselves were making. Interviews were also conducted to gain information about students' reactions to the career information center. The paper provides extremely detailed reports of students' responses. The questionnaire findings are viewed as a base of information about the students prior to the introduction of the career information center. The interview findings are that, generally, the students have positive feelings about the center, are well informed about the center, and have visited it several times. (NG)

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RESEARCH REPORT

ED12-834

AN INTERIM REPORT

EVALUATION OF A DEMONSTRATION CAREER INFORMATION CENTRE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

The demonstration Career Information Centre at Georges Vanier Secondary School, established in cooperation with the Department of Manpower and Immigration, began operation in March 1974. The developmental stage was completed by mid summer and the evaluation stage was fully operational at school opening in September 1974.

In keeping with the goal of evaluating the service which the Centre provides, this report covers the first phase of the evaluation stage.

The following members of the Advisory Committee for the Career Information Centre participated in the evaluation design: Gwen Bedville, Mei Chau, Elmer Huff, Jim Huffman, and Erica Wright. In addition, this team received assistance and suggestions from Mr. Louis Auriat, Research Division, Department of Manpower and Immigration, Ottawa.

The evaluation team is grateful for the work done on this project by two research assistants, Mrs. Lynne Hindle and Mr. Stephen Sword, who assisted in gathering the data and, in Mrs. Hindle's case, analyzing the results and preparing a draft report.

E. E. H.

PART A

SURVEY OF STUDENTS

Survey Design

This phase of the evaluation is designed to determine the impact of the Centre on the student body; in other words does the Centre provide services beyond those which the school provided without a Centre, and to what extent are these additional services helping students?

A questionnaire was developed to probe students' views regarding future planning and to provide information regarding steps they have taken towards planning for their future. The same questionnaire will be administered 4 times to a randomly selected group of students, in:

Fall 1974	before the Centre is fully operational to assess the level of services which the school alone has been providing.
Spring 1975	7 months after the Centre has been in operation and has been providing additional services.
Fall 1975	one year after the Centre has been in operation.
Spring 1976	end of Evaluation period and Centre has been in operation for one year and a half.

Methodology

Four members of the Career Information Centre Advisory Committee and the Career Consultant met to form an evaluation group. Each individual provided input for the questionnaire. A draft instrument was subsequently developed and circulated in the latter part of June. Revisions were discussed and included and the final questionnaire was shared with Manpower personnel early in the fall of 1974. A copy of the questionnaire is included in Appendix A.

An alphabetical list of all students' names was obtained from the central office of the school. Sixty-five students per grade from each of grades 10, 11, 12 and 13 were selected randomly to be participants in the survey. Twenty-five Grade 9 students were also selected in a similar way. Early in October using a P.A. announcement system the selected students were gathered together to complete the questionnaire. Two sittings were required.

Sample Description

In all, 225 students completed the questionnaire. The following 3 tables outline the age, sex and academic levels of the respondents, by grade. Fourteen students provided no information regarding grade level but were included in the "All Grades" column. Grade 9 results, while reported, should be regarded with some caution due to the low base.

TABLE 1 - AGE

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
14 years and under	58	17	0	0	0	7
15 years	42	67	14	0	0	23
16 years	0	16	69	19	0	25
17 years	0	0	11	58	18	20
18 years	0	0	2	23	56	18
19 years	0	0	0	0	20	4
20 years and over	0	0	0	0	2	1
No Answer	0	0	4	0	4	2
BASE (Number of Students)	(12)	(51)	(55)	(43)	(50)	(225)

TABLE 2 - SEX

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
Male	92	49	49	42	40	49
Female	8	49	51	58	60	50
No Answer	0	2	0	0	0	1
BASE (Number of Students)	(12)	(51)	(55)	(43)	(50)	(225)

TABLE 3 - LEVEL

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
Advanced	0	82	71	74	100	76
General	33	6	25	21	0	15
Basic	67	8	4	0	0	6
No Answer	0	4	0	5	0	3
BASE (Number of Students)	(12)	(51)	(55)	(43)	(50)	(225)

Aspirations

Table 4 below shows what the students intend to do after leaving Vanier. Approximately half intend to go on to University. Overall, it appears that one in five students do not know what they will do; 17% checked the box "don't know" and 3% did not answer the question.

TABLE 4

QUESTION: AFTER LEAVING VANIER YOU INTEND TO:

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
Go to University	8	53	40	56	78	52
Go to a Community College	8	8	20	16	4	13
Seek Employment	50	2	5	2	0	5
Enter An Apprenticeship	8	8	4	2	0	4
Other	0	8	2	7	6	5
Don't Know	25	20	24	12	10	17
No Answer	0	2	5	5	2	3
BASE (Number of Students)	(12)	(51)	(55)	(43)	(50)	(225)

RESULTS

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The following four tables report the responses of the students to eight questions designed to determine the amount of assistance they have sought from teachers and guidance counsellors in the past year. Those who said they had received assistance were asked how helpful it was. When the questionnaire is given in the spring an additional question will be included, querying students about assistance gained through the Career Information Centre. This first set of questions, however, should reveal what was happening in the school prior to the opening of the Career Information Centre.

To read these tables, keep in mind that only those respondents who had received assistance were asked how helpful it was. Therefore the percentages reported in the middle section of the table are based on the total number of "Yes" respondents. For example, in Table 5, of the 45% of all respondents (far right column) who received help, 17% found the assistance "very helpful" 46% found it "quite helpful" and none found it "not at all helpful". Fifty-three percent, on the other hand, reported that they had not sought assistance from teachers regarding educational plans.

Tables 5 and 6 looked at how much help students received from their teachers regarding both educational and career choices. As might be expected, significantly more students received advice from teachers regarding educational choices (45%) than the number who received counsel regarding career choices (13%). Only 3% of those receiving assistance in these areas reported that the information was "not too helpful". All the rest found that the information was"very helpful," "quite helpful" or "all right/not bad".

Looking now at Table 7, over two-thirds (69%) of the students received assistance from guidance counsellors regarding educational courses and of these, well over half (58%) reported that the information received was either "very helpful" or "quite helpful". In fact, approximately four out of five of the grade 12 and 13 students had received educational assistance at least once from Guidance Counsellors.

Somewhat fewer (35%) students sought assistance from Counsellors regarding career choices, see Table 8. As might be expected, more Grade 12 and 13 students received counselling about career choices than the younger students. Over half (54%) of the grade 13 students who received career counselling rated the assistance they received as either "all right/not bad" (29%) or "not too helpful" (25%).

TABLE 5

QUESTION: IN THE PAST YEAR HAVE YOU SOUGHT ASSISTANCE FROM ANY OF YOUR TEACHERS REGARDING EDUCATIONAL CHOICES YOU HAVE TO MAKE (E.G. COURSE OPTIONS OR POST SECONDARY INFORMATION)? IF YES, HOW HELPFUL WAS THE INFORMATION YOU RECEIVED?

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
Yes, more than once	8	20	13	14	18	17
Yes, once	17	33	27	30	26	28
Total "Yes"	25	53	40	44	44	45
Very helpful	67	11	18	16	14	17
Quite helpful	33	44	32	53	54	46
All right/not bad	-	41	45	26	32	34
Not too helpful	-	4	5	5	-	3
Not at all helpful	-	-	-	-	-	-
No (No assistance sought)	67	45	58	56	56	53
No answer	8	2	2	-	-	1
Base (number of students)	(12)	(51)	(55)	(43)	(50)	(225)

TABLE 6

QUESTION IN THE PAST YEAR HAVE YOU SOUGHT ASSISTANCE FROM ANY OF YOUR TEACHERS REGARDING CAREER CHOICES YOU HAVE TO MAKE (E.G. JOB OR OCCUPATIONAL INFORMATION? IF YES, HOW HELPFUL WAS THE INFORMATION YOU RECEIVED?

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
Yes, more than once	-	8	5	9	8	8
Yes, once	17	6	2	2	6	5
Total "Yes"	17	14	7	11	14	13
Very helpful	50	14	-	20	-	17
Quite helpful	50	57	50	60	29	40
All right/not bad	-	29	50	20	71	40
Not too helpful	-	-	-	-	-	3
Not at all helpful	-	-	-	-	-	-
No (no assistance sought)	75	82	91	88	86	85
No answer	8	4	2	-	-	2
Base (number of students)	(12)	(51)	(55)	(43)	(50)	(239)

TABLE 7

QUESTION : IN THE PAST YEAR, HAVE YOU SOUGHT ASSISTANCE FROM A SCHOOL GUIDANCE COUNSELLOR REGARDING EDUCATIONAL CHOICES YOU HAVE TO MAKE (E.G. COURSE OPTIONS OR POST SECONDARY INFORMATION)? IF YES, HOW HELPFUL WAS THE INFORMATION YOU RECEIVED?

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
Yes, more than once	50	20	13	37	48	29
Yes, once	17	41	43	42	36	40
Total "yes"	67	61	56	79	84	69
Very helpful	12	23	13	24	12	17
Quite helpful	25	42	42	47	36	41
All right/not bad	38	23	32	21	43	30
Not too helpful	25	13	10	6	9	10
Not at all helpful	-	-	3	3	-	2
No (no assistance sought)	25	39	42	21	16	30
No answer	8	-	2	-	-	1
Base (number of students)	(12)	(51)	(55)	(43)	(50)	(225)

TABLE 8

QUESTION: IN THE PAST YEAR HAVE YOU SOUGHT ASSISTANCE FROM A SCHOOL GUIDANCE COUNSELLOR REGARDING CAREER CHOICES YOU HAVE TO MAKE (E.G. JOB OR OCCUPATIONAL INFORMATION)? IF YES, HOW HELPFUL WAS THE INFORMATION YOU RECEIVED?

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
Yes, more than once	-	4	5	19	28	13
Yes, once	17	22	16	23	28	22
Total "Yes"	17	26	21	42	56	35
Very helpful	-	23	8	17	4	12
Quite helpful	-	39	42	50	43	42
All right/not bad	100	39	50	28	29	36
Not too helpful	-	-	-	-	25	9
Not at all helpful	-	-	-	5	-	1
No (no assistance sought)	75	74	76	58	44	64
No answer	8	-	2	-	-	1
Base (number of students	(12)	(51)	(55)	(43)	(50)	(225)

TABLE 9

QUESTION: CAN YOU PICTURE THE KIND OF WORK YOU WILL BE DOING 10 YEARS FROM NOW?

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Total All Grades
	%	%	%	%	%	%
Yes, quite clearly	17	24	22	19	22	22
Yes, vaguely	17	45	42	49	50	44
No	58	31	34	33	26	32
No answer	8	-	2	-	2	1
Base (number of students)	(12)	(51)	(55)	(43)	(50)	(225)

Just over one-fifth (22%) of all students stated that they could picture the work they would be doing in ten years quite clearly, but one-third said they could not. Differences by grade are predictable, with the older students somewhat clearer in their minds about their future occupations than the younger students.

QUESTION: CAN YOU PICTURE THE KIND OF WORK YOU WILL BE DOING 10 YEARS FROM NOW? IF YES, PLEASE DESCRIBE THE WORK YOU THINK YOU WILL BE DOING AND SOME OF THE ACTIVITIES YOU SEE YOURSELF PERFORMING.

Basic Assumption

It is anticipated that the longer the Career Centre is operational and is used by more and more students, the more able these students will be to realistically visualize their roles in the work world.

Rating Scheme

Responses to this question were rated in terms of the quality of the answers. The rating scheme was developed after a review of all answers was completed by two researchers working independently. Each researcher assigned points to the answers and developed a rationale to explain how he assigned the points. The two sets of points were then compared and where differences occurred a compromise was reached. It was felt that this was the fairest and most unbiased method of evaluating the students' responses.

Student Response	Points Awarded	Rationale
Relates career to own personal qualities	5	Indicates sophisticated level of thinking and understanding of value of liking work selected.
Student indicates that he cannot picture work, provides reason, e.g. world changing too fast	5	shows understanding of changing nature of work, economics, the business world.
Student indicates awareness of monetary reward	2	Shows realistic attitude regarding self maintenance
Student names a career	1*	
Student describes activities of a career	1*	
Student notes fact that there are related careers	1	
Student names related careers	1*	
Student indicates what he will NOT be doing.	1*	

* Student could gain one point for each separate activity or career mentioned.

The following table shows how many points the students gained by their answers to this question. The column on the left indicates the number of points, and the percentage of students gaining the points are expressed by grade in the six columns on the right.

TABLE 10

Number Of Points Awarded To:	Grade 9 Students	Grade 10 Students	Grade 11 Students	Grade 12 Students	Grade 13 Students	Total All Grades
	%	%	%	%	%	%
1	8	12	22	7	10	13
2	8	26	11	16	14	16
3	8	12	11	9	16	12
4	8	12	11	14	6	10
5	0	4	4	9	18	8
6	0	4	2	2	2	2
7	0	0	0	2	2	1
8	0	0	0	5	0	1
9	0	0	2	0	2	1
10 or more	0	0	0	2	2	1
No Answer	8	0	2	0	2	1
Unable to picture work	59	31	35	33	26	33
BASE (Number of students)	(12)	(51)	(55)	(43)	(50)	(225)

Examination of the right hand column shows that half (51%) of all students gained between 1 and 4 points. Although only 15% received 5 or more points, nearly double this number (28%) of the grade 13 students gained 5 points or more. When the questionnaire is re-administered we expect that students will provide answers of higher quality and will therefore receive more points.

QUESTIONS: IN YOUR OPINION WHAT ARE THE IMPORTANT STEPS STUDENTS SHOULD FOLLOW BEFORE MAKING DECISIONS ABOUT THEIR FUTURE?

AND

PLEASE DESCRIBE THE STEPS YOU HAVE TAKEN SO FAR REGARDING PLANNING FOR YOUR FUTURE.

Both these questions were designed to find out how much students have thought about the future; the first attempts to determine whether students can verbalize the process of career planning and the second question attempts to determine what action they have taken so far.

Basic Assumption

One of the aims of the Career Information Centre is to assist students to recognize the need for appropriate future planning, as well as to provide opportunities to learn about various careers. As students become involved in Career Centre activities, their abilities in these areas should be strengthened. It is anticipated that in future questionnaire administrations, these questions will be answered more fully and will show an increase in both knowledge of the process of career planning as well as an increase in the amount of action taken to plan for the future.

Rating Scheme

Students' responses were given a value rating.

The method used to determine the values followed the same pattern as described earlier; two people independently assigned a value to each of the students' responses, comparisons were then made and differences in values were discussed and resolved. This process was felt to provide a fairer and less biased interpretation than if the total group of responses had simply been divided between the two researchers for independent evaluation. It may be appropriate to note that two different individuals, evaluating these responses might have assigned the values slightly differently.

Students' Response	Points Awarded	Rationale
Investigate occupational field	2	implies a study of related careers
Leave doors open, be flexible	2	shows understanding of changing nature of world of work and of changing nature of human aspirations
Talk with counsellors	2	shows understanding of need for vocational counselling and hopefully will benefit student greatly
Talk with career consultant	2	shows understanding of need for vocational counselling and hopefully will benefit student greatly.
Talk with person experienced in work or a graduate of course to be taken.	2	shows understanding of the value of first-hand information.
Talk with teacher about career plans	2	shows awareness of teacher as a resource when making career decisions.
Visit place of work	2	shows value of experiencing first-hand working conditions, etc.
Investigate qualifications needed for the career	2	essential step in the process of career planning
Select related courses for study, e.g. law for prospective attorneys	2	allows student to experience some aspects of a particular career before he actually mak a commitment to enter the career
Work-study or part-time employment	2	first-hand experience on the job.

Students' Response	Points Awarded	Reason
Learn about own interests	2	essential factor in career planning
Learn about own abilities	2	essential factor in career planning
Make own choice	2	essential to independent selection

THE FOLLOWING RESPONSES WERE AWARDED 1 POINT AS THEY WERE JUDGED TO BE LESS BENEFICIAL TO THE STUDENT IN THE PROCESS OF PLANNING A CAREER, SUGGESTIVE OF A MORE PASSIVE ROLE ON THE PART OF THE STUDENT, OR LACKING IN THE IDEA OF COMMITMENT ON THE PART OF STUDENT.

Investigate the particular career thoroughly

Talk with parents, friends

Visit career information centre

Investigate educational or training institution

Visit Canada Manpower Centre

Attend career seminar

Read career description

Investigate future projections of career opportunities

Investigate present employment opportunities in career

Investigate working conditions, fringe benefits

Investigate prestige factor of career

Investigate salary possibilities of career

Investigate personal qualities needed for career

Summarize advantages and disadvantages of career

Investigate opportunities for advancement in career

Use S.G.I.S. (Student Guidance Information Service)

Indicates an understanding of career planning process

Is aware of aptitude and interest tests

Study family and personal resources

Makes a decision

Advocates finishing school, getting a good education

Consider how long you wish to go to school.

The table below shows how many points the students gained in answering the question "In your opinion what are the important steps students should follow before making decisions about their future?"

TABLE 11

Number of Points Awared	Grade 9 Students	Grade 10 Students	Grade 11 Students	Grade 12 Students	Grade 13 Students	Total All Grades
	%	%	%	%	%	%
1	17	8	5	5	2	6
2	8	20	16	7	10	14
3	17	21	11	14	8	13
4	8	16	31	21	24	22
5	8	14	11	2	6	9
6	-	12	13	12	20	13
7	-	6	5	21	18	11
8	-	-	2	5	6	3
9	-	-	-	5	6	2
10	-	-	-	-	-	-
11	-	-	-	2	-	1
No answer	41	4	6	7	-	7
Base	(12)	(51)	(55)	(43)	(50)	(225)

Over half (55%) of the students earned 4 points or fewer in responding to this question, one-third earned 5 to 7 points and only 6% earned 8 or more points. Differences by grade are predictable, with Grade 12 and 13 students gaining more points than the students in lower grades.

Table 12 below shows how many points the students gained in answering the question "Please describe the steps you have taken so far regarding planning for your future".

TABLE 12

Number of Points awarded	Grade 9 Students	Grade 10 Students	Grade 11 Students	Grade 12 Students	Grade 13 Students	Total All Grades
	%	%	%	%	%	%
1	8	14	9	7	14	11
2	8	29	24	28	24	24
3	8	10	20	16	10	13
4	8	12	16	16	12	15
5	-	10	2	5	14	7
6	-	2	5	9	10	6
7	-	6	4	2	6	4
8	-	-	2	-	-	1
9	-	-	-	-	2	1
No answer	67	18	18	16	8	18
Base	(12)	(51)	(55)	(43)	(50)	(225)

This was felt to be one of the most critical questions on the questionnaire. What exactly have students done toward planning for their future? The results show that over one-third (35%) gained only 1 or 2 points and close to two-thirds (63%) earned 4 or fewer points. Furthermore 18% did not answer the question thereby suggesting that nothing has been done in this area. We would hope to see these scores increase the next time the questionnaire is administered which will be roughly 7 months after the Career Information Centre has been operational.

It is interesting to look at the various responses in terms of how frequently they were mentioned by the students. The table below lists each of the response categories and shows the percent of students who gave this response both in terms of what they think the most important step of career planning are and which of these steps they have in fact, taken.

TABLE 13

	Percent who mentioned in answer to question Re: Process of future Planning	Percent who mentioned in answer to question Re: What action has Been Taken Toward Future Planning
	%	%
Learn about own abilities	40	17
Learn about own interests and investigate how much you would like the job	32	7
Investigate qualifications needed... education, preparation needed to enter career	22	24
Investigate individual career thoroughly	16	13
Talk with counsellors	13	12
Investigate occupational field (related careers)	13	2
Finish school, a good education.	11	5
Leave doors open, be flexible	11	12
Talk with parents, friends	8	6
Make own choice ... do not let others decide for you	8	1
Investigate salary possibilites for career	7	1
Investigate present employment opportunities in career	7	2

TABLE 13 (continued)

	Percent who mentioned in answer to question Re: Process of Future Planning	Percent who mentioned in answer to question Re: What Action Has Been Taken Toward Future Planning
	%	%
Talk with person experienced in work or grad of course	7	8
Talk with teacher about career plans	6	4
Use Work Study or part-time employment	5	9
Visit place of work	4	2
Consider how long he wishes to go to school	4	1
Understand something of career planning process	3	1
Investigate working conditions, fringe benefits	3	1
Summarize advantages and disadvantages of career	3	1
Study family and personal resources	3	2
Make a decision pro or con	3	5
Investigate educational or training institution	2	6
Investigate future projections of career opportunities	2	1
Investigate personal qualities needed for career	2	1
Select related courses for study, i.e. law, extra-curricular activities	2	10
Investigate opportunites for advancement in career	2	-
Read career description	1	4

TABLE 13 (continued)

	Percent who mentioned in answer to question Re: Process of Future Planning	Percent who mentioned in answer to question Re: What Action Has Been Taken Toward Future Planning
	%	%
Talk with career consultant	1	1
Visit Career Information Centre	1	2
* Visit Canada Manpower Centre	-	-
* Attend career seminar	-	-
* Investigate prestige factor of career	-	-
* Use S.G.I.S.	-	-
* Be aware of aptitude and interest tests	-	-
No answer	5	17

* These points were included because, although students at the time of the first questionnaire administration would be unaware of them, in future they will be available or more widely known.

QUESTION: PLEASE DESCRIBE THE TYPES OF ASSISTANCE YOU WOULD FIND MOST VALUABLE IN HELPING YOU TO MAKE DECISIONS ABOUT YOUR FUTURE.

The table below shows the responses students provided to this question. An analysis by grade is not provided because of low numbers.

TABLE 14

	Percent Who Mentioned
General information on careers and career planning	35
Guidance counselling in school	24
Opportunities to talk with experienced people re: individual careers	23
Opportunities to discuss with parents concerns about career planning	9
Opportunity to talk with teachers about career possibilities for students	8
Information on educational and other training programs for careers	8
Career Information Centre	6
Work Study	5
Visits to job sites	4
A thorough selection of post-secondary calendars available at school and to take home	4
Visits to post-secondary institutions	3
Assistance in choosing a university	3
An opportunity provided to talk with former students of the school regarding their post-secondary experiences	2

TABLE 14 (continued)

	Percent Who Mentioned
Opportunities to discuss with peers concerns about career planning	2
S.G.I.S...Computerized Career Information	2
Chance to talk with teachers regarding their own careers	1
Student Job Centre to help with part-time and summer employment as well as job assistance after graduation or leaving school	1
Opportunities for learning of one's own aptitudes and interests, e.g. seminars, testing	1
Other	2
No answer	22

This final question was included primarily to provide information for the school guidance staff to plan programs for students which suit their needs. It also provides valuable input for the Career Consultant. This list may also change in future questonnaire administrations as more of these student needs are met.

Summary

A total of 225 students responded to the questionnaire. Of these, approximately two-thirds intend to continue their education either at University or a Community College. The results of this survey, while interesting, are to be used as a base of information about the students at the school, prior to the introduction of the Career Information Centre. Questionnaire data will be collected periodically at future dates, and compared with this information.

The findings can be briefly summarized as follows:

- More students seek assistance from Guidance Counsellors than from teachers regarding both educational or career decisions.

- One-third of the respondents had received assistance from Counsellors regarding career plans; only about 1 in 8 had received assistance from teachers in this area.

- Two-thirds of the students said they could picture, at least vaguely, the work they would be doing in 10 years.

- In describing the work they thought they would be doing, the two-thirds of the respondents who answered, gave responses that rated low in terms of being realistic and thoughtful.

- In replying to the question of what are the important steps students should take before making decisions about their futures, over half of the respondents provided answers that rated low in terms of their appropriateness and effectiveness.

- In response to the question regarding what steps they had taken so far in planning for the future, nearly two-thirds of the respondents listed steps that rated low on appropriateness and effectiveness. Another one-fifth of respondents did not answer this question - indicating that no steps had yet been taken.

PART B

AN ANALYSIS OF INTERVIEWS WITH STUDENTS WHO HAVE VISITED THE CAREER INFORMATION CENTRE *

Purpose:

The purpose of this part of the evaluation was to gain information about students' reactions to the Career Information Centre. More specifically, students were asked questions about the following topics:

1. Why they visited the Career Information Centre
2. How many times they had used the Centre
3. Whether they got from the Centre what they wanted
4. What they thought of the materials they used
5. Whether they had attended special activities organized by the Centre
6. What suggestions for improvement they might have regarding the Centre

Procedure:

Twenty-five students were interviewed in December, 1974. The students were selected at random as they left the Centre. The interviewer explained that she worked for Canada Manpower and that she would like to talk about the Career Information Centre.

All students approached agreed to be interviewed and allowed the interview to be taped. All interviews were held in a private office across the hall from the Career Centre. The average length of time for an interview was approximately 5 minutes. The shortest interview was 3 minutes and the longest was 7-1/2 minutes. Twelve of the students interviewed were female and 13 of the students interviewed were male. The students interviewed came from all grades: (Grade 9(4); Grade 10(5); Grade 11(5); Grade 12(4); Grade 13(7): N = 25.)

Analysis:

All interviews were transcribed verbatim from the tapes. A coding system was developed to summarize the information contained in the transcripts. Students' responses to

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* A per diem Research Assistant conducted all the interviews, analyzed the data and prepared the first draft of the results of this report.

specific questions as well as comments made during the interviews were categorized.

Comments are quoted verbatim throughout this report when they express a definite point of view or when they are particularly clear in explaining a category.

All coding was done by one person. Categories were determined for each set of responses as the coder read through the transcripts, rather than being determined in an a priori fashion.

Organization of Report

The report follows the pattern in which the questions were asked of the students. A copy of the interview schedule is appended (Appendix B).

FINDINGS

QUESTION: IS THIS THE FIRST TIME YOU HAVE BEEN TO THE CENTRE?

Only three students said that this was their first visit to the Centre. (Note: Students who had been brought to the Centre as a part of a class visitation were not interviewed unless they had subsequently returned to the Centre on their own.) Of the remaining twenty-two students, the number of previous visits to the Centre varied from one previous visit to approximately 20 or 25 visits.

Number Of Previous Visits	Number of Students
0	3
1	5
2	7
3	3
4	1
5	2
6	1
7	0
8	0
9	0
10	1
15 - 20	1
20 - 25	1
Base (Number of students interviewed)	25

Of those who had visited the Centre previously, the average number of visits was 4.27. If a student said "2 or 3" previous visits, unless it could be determined by comments made later in the interview, the lower number was taken. Most Grade 9 and 10 students first visited the Centre as a result of a class visitation through the Guidance Department.

QUESTION: WHY DID YOU DECIDE TO GO TO THE CENTRE?

Some students gave more than one reason for deciding to visit the Centre. The reasons given are listed below in descending order of frequency of mention.

Reason(s) Mentioned	No. of Students
To find information about a certain career or careers	11
To find information about post-secondary institutions or courses	7
To see what was available in the Career Information Centre (out of General Interest)	7
Had visited with class and came back for further investigation	3
To find information on a course currently being taken in secondary school	1
To look up information about a particular area of interest for vocational planning (i.e. "Science" or "Math")	1
Referred by Guidance Counsellor	1
To find out about part-time employment possibilities	1
Base (Number of students interviewed)	25

One student mentioned the convenience of not having to wait for an appointment to get information from the Centre.

QUESTION: DID YOU GET FROM THE CENTRE WHAT YOU WENT FOR?

Response	Number of Students
Yes	22
Partially	3
Base (Number of students interviewed)	25

All but three students definitely felt they had found what they wanted in the Centre. Of the three students who qualified their remarks to indicate they only partially found what they were seeking, two were unable to be specific about what they didn't find. The third student was looking for information on the difference between a clinical psychologist and a social psychologist and was unable to make this distinction from the information he saw. He commented:

* . Like, I read the information in there and it sort of covers it but not in real depth.

Many students who answered "yes" they had found what they wanted in the Centre, amplified their responses. For example, four students mentioned help given to them by the Career Consultant.

. She told me she would try and get additional material for me.

. The Consultant came up and asked me what I wanted to go into and she showed me all the binders and information they have on the different fields I was interested in.

. I wanted some information about an air traffic controller so I asked (the career consultant) and she sent away and she got some information for me.

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* Indented passages preceded by a dot are comments quoted verbatim.

Three students said they had gone to obtain information about post-secondary institutions. One of these students commented:

- Regarding community college information I found what I needed and they had it before the Guidance Office or anywhere else.

Two students would like more detailed information.

- More detailed information wanted.

- Yes, but in my specific area (actuarial science or math) there wasn't that much.

One student mentioned he was referred elsewhere for information:

- But what I couldn't get here I was referred to other people who could get me the information. I asked about radiation technician and I was referred to Princess Margaret Hospital.

Other comments covered a wide range of topics.

- Yes, but I would have liked to see some movie films or something on it.

- Yeah - it was mostly this pamphlet on how to get a job - like how to go about getting one. It said you should be short and sweet - right to the point - and when I went in he asked me a few questions which I just answered to the best of my knowledge and I got it. (A part-time job pumping gas).

One Grade 13 student expressed some disappointment that the Centre had not at that time established a method of assisting Grade 13's with employment possibilities.

- Oh yeah, like you know the Grade 13's will be getting out in January - some of them I thought, you know - they would be having job opportunities for them.

QUESTION: DID YOU TALK TO THE CAREER CONSULTANT?

Five students had no contact with the consultant during their visit to the Centre. Two of these said they did not talk with her because she wasn't there. One student did not feel it was necessary to talk with the consultant and one had no particular reason for not having talked with the consultant. The fifth student who had no contact with the consultant preferred to browse on his own. He commented:

> . Well, she offers to help but well, you know, when you first go in there you like to look around yourself.

The 20 students who had talked with the Career Consultant indicated that she provided help in a variety of ways. For example, three students simply commented that they found the Career Consultant generally helpful. One student remarked:

> . Oh yeah, I've talked to her a lot. I think it's a really good idea for a school to have - especially for someone in Grade 12 or 13.

Two students noted that the consultant had given help in how to read the information provided.

> . Yeah, I did because she helped us out with them blue sheets because we didn't understand the salary thing.

One student noted that the consultant had helped her find out about a university she was qualified to enter.

> . Yes, well at the time I didn't have the proper requirements I needed so I was talking to her and she pointed out a university I could go to where I didn't need it.

Eight students mentioned that the consultant had helped them find information.

> . She was very helpful in giving me articles, pamphlets, newsletters, etc. on vetrinary medicine.

> . In the way that there's someone there if you can't find information, then she can help you.

- Well, we were talking about Business... like an M.B.A. or something like that and she was going through the newspapers showing me something on the jobs and what you can do when you get out.

One student said that the consultant had referred him to a Guidance Counsellor who had helped him. Some of the other comments included the following:

- Yes. Very much. She helped me assess exactly what I was shooting for -- the educational requirements and so forth.

- In a way it has... She said something about what you really want to do -- if you want to go to Grade 12 or 13 - if you want to go to community college or farther.

One student talked about the influence of a speaker from the Ontario Hospital Association in responding to this question about the career consultant:

- At first I was interested in Physiotherapy and then they got this lady in and she talked about it and it was pretty helpful.

QUESTION: WHAT DID YOU THINK OF THE MATERIALS YOU LOOKED AT?

Three-quarters of the comments indicated that the students have a favourable opinion of the materials in the Centre. The table below summarizes both the favourable and the critical comments.

Comments About:	Number* Making Comment
Favourable	
Completeness of information	6
Good organization of materials	4
Easy to read	3
Up-to-date	3
Other	5
Unfavourable	
Out-of-date	3
More information wanted	3
Other	1
Suggestions for Improvement	3
Base (Number of students interviewed)	25

A few examples of some of the comments are quoted below:

- I think it's, like, pretty up-to-date.
- Very helpful, easy to read and you don't have to go scrounging around and there's more than one copy.

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* Some students provided more than one answer

- They seem pretty complete; there's a lot of stuff in them.

- I was looking at a pamphlet that I feel is out of date - it was 1971.

- They're O.K. but sometimes they get into too much detail.

- I like them but I wish there was more.

- I can also say that some materials are hidden - even by the Guidance Department - the materials are not told to the students. Like there's a Work Study programme which I found out through a friend of mine.... I didn't hear about it here until I asked for it and the application was given to me.

- Not enough details....

Some of the comments included under other were:

- I think it's very good. It helps the student to decide what he's going to be and just what education he needs and things like that.

- Excellent - because it was last year or the year before we used to fill out what we wanted, (S.G.I.S.) and it would always be two weeks' waiting and it would always be stolen and I never saw half of what I ordered..... There's a lot of information in there (Career Centre). Everytime I go in there's something new. I was really impressed.

- I think they were good and they told you other places you could write to.

- They're okay but sometimes they get into too much detail.

Three students made suggestions for improving the centre.

- I think in some places they're very well organized in where they are put. But in other places it's

- hard - you have to kind of jump around to see what you can find in your area.... There's not a specific area you can go to where it says if you're interested in Math or this is for if you're interested in something else.

- I requested the one (pamphlet) on machinist. They just gave the rough wages and the hours worked. Not the type of work done, chances for advancement... things like that. It gave no information at all about the apprenticeship.

- I'm looking for something that tells you what kind of courses you need for it, you know.

QUESTION: DID YOU FIND WHAT YOU WANTED?

It was decided to ask this question, although it is similar to one mentioned earlier (Did you get from the Centre what you went for?) because it was learned that the students interpreted the two questions differently.

Response	Number of Students
Yes	15
No	-
Partly	7
Student had not read any materials	1
No Answer	2
Base (Number of students interviewed)	25

Here we see that nearly all students were at least partly satisfied with what they found in the Centre and no one said they were unable to find what they wanted.

QUESTION: HAVE YOU BEEN INVOLVED IN ANY OF THE SPECIAL ACTIVITIES OPERATED BY THE CENTRE?

Response	No. of Students
Yes	6
No	19
Base (Number of students interviewed)	25

Those who had been involved in special activities reported what they had done; three viewed a film regarding hospital careers, two had visited the Centre with their home forms, and one had gone on field trips to institutions of higher learning.

Ten of the 19 students who had not participated in the special activities indicated that they were aware that such activities were conducted. Some of these comments are quoted below:

- They have group discussions on different careers but they haven't got to the one I'm interested in yet.
- She told us she might have a policewoman come in and speak and if we hear that we will come down.
- Well, I heard about the one on nursing and the one on the military.
- I've heard about them on the announcements though.
- I would go if there was one I was interested in.
- They're all for Grade 13's anyway.
- I've heard of them but none of them interested me.

- I haven't attended any in the school but I went to the one at York University.

- I just heard today they will have one about electricity and I plan to attend this afternoon. I heard about it from the career consultant.

QUESTION: DO YOU HAVE ANY SUGGESTIONS AS TO HOW THE CENTRE WOULD BE IMPROVED?

Thirteen of the 25 students who were interviewed had no suggestions for improvement and many of these commented favourably about the centre.

- I like it the way it is.

- It's good.

- No, I found what I went to find.

- It seems adequate in that there's always someone here if you have a question and she (the career consultant) knows all the information that's in here - so right now it seems O.K. to me.

- It seems good the way it is.

- At this point it seems fine.

The suggestions for improvement covered a wide variety of ideas. Many of these are quoted below:

- Just to keep on getting more speakers in because I think that is the best idea they could do.

- More pamphlets

- More seating

- If everything could go into a little more depth of information for me....'Cause it sort of gives a rough outline. If you ever wanted to find out maybe you could get it in the Guidance Department... but for someone who is just walking in and who wanted some real in-depth information, he couldn't get it.

- Like you could say, O.K... I'm interested in Phys. Ed. and so forth and be able by looking at some sort of information - get the idea of what you'd be good for ... and I haven't really been able to find that.

- There could be more literature availabe, but on some professions, they're very hard to get. (This student wanted information on radiological technician, machinist and instrumentations engineer).

- It could stand a larger room but there's not much we can do about that right now.

- There's going to be a computer in the future. That might help.

- Well, the initiation of the computer will make all the improvement in the world. It'll keep everything up-to-date and it'll be easier to find the materials.

- I would like the Career Centre to have a sign-out sheet or some sort of way to remove materials from the Centre.

- Just by up-dating things. That's all it needs.

- Just to keep showing films for the major interests of the students. None of these old films.

QUESTION: WHAT ARE YOU GOING TO DO NEXT ABOUT YOUR OWN CAREER PLANS (WHAT IS YOUR NEXT STEP?)

The students' responses to this question ranged from the immediate to the long term. Eleven students saw their next step in terms of continuing their education. Their comments ranged from very detailed and specific to general or vague remarks.

- I haven't actually visited insurance companies but I've picked out information on certain Insurance Companies and what the actual profession is all about... And I've also contacted a couple of high school liaison officers from the universities I'm interested in - Ive chosen Waterloo because of the Co-Op program and it's the only one that has a Math degree so I'm really looking into what kind of jobs I can get."

- Going to university.

- I'll think I'll go to college for typing, you know.

Three students said they were going to finish school. Two of these three students saw their next step as one of completing school and then deciding what to do next:

- I'm going to finish school first of all - after that I'm going to think about what I'm going to do. I'm going to travel for a year and then decide.

- Just get all my credits for Grade 13 and then get my 65 average and then I can decide where I want to go as long as I have those credits and those marks.

In contrast, one student clearly saw finishing school in terms of qualifying him for a specific job (police force) and had already investigated both summer school and Adult Education as possible routes towards finishing school.

Other comments about continuing education included:

- Well I want to go to Seneca College and see what they have and maybe sit in a class or something like that.

- Well I'll go and get my 8 credits this year and then I'll go to summer school and take a few credits I'll need.

- Next year I am going to take Engineering Drafting and Accounting and see how it works out and then for Grade 13 I can chose between the two.

Five students said they would talk to someone, either a parent (1) a guidance counsellor (1), the Career Consultant (2) or,

- I'm interested in being a radiological technician. I'm hoping to get a hold of some of my friends who work in instrumentations... I've tried to contact the people at the Princess Margaret but I haven't got anything concrete from them yet... or if I can't get ahold of these people at the Princess Margaret I might go up to North York

General because I know people there.

Two students said they would read about careers and two are aiming to become employed in a job related to their occupational interests. Finally two were unsure,

- I'm not sure -- I might apply for training as a medical lab technician....
- I don't know -- see what area I'm interested in.. If I can get the marks.

QUESTION: IS THERE ANYTHING YOU'D LIKE TO ADD?

The interviewer ended each interview with this question. Seven of the 25 students who were interviewed had nothing further to say. Fourteen students, however, made a variety of comments which indicated a favourable attitude towards the Centre.

- Just that I think it's a really good idea that we have it 'cause it works with Manpower and they can help you find a job especially for somebody that's finished in January.... I've had a lot of different ideas and she (career consultant) helps me plan along.
- I think it's a good idea for a person who's looking for a career and if he can't get a Guidance Appointment he can get that information from the Career Centre.
- You must use it to benefit from it.
- Well it helps to give you an idea of what you want to do.

One student mentioned he enjoyed the Centre because he could come in and browse around:

- It's great! Like there's a little section on universities and sometimes you just feel like browsing about.

Three students, in fact were quite enthusiastic.

- I just think that every school should have it.

- Only that I think more schools should have a Centre like this. I know my other school didn't. I think this is very worthwhile if you don't know what you want to do.

- It's helpful.... the other schools are limited in the information being given out to the students. I think this (Career Centre) is the best thing. The students can go in and see what they want.

Finally, two students pointed out the advantage there might be in having more than one resource person in the Centre.

- I would like more than one person who is there to ask you about what jobs you are interested in - Before reading a book if I could go and talk to someone about that job - he would say - read this book or do this and do that. That might not be his or her profession but he could still know and tell you. (When the interviewer asked if a Guidance Counsellor could help with this, the student answered:) No, they're not in the Career Centre and to talk to them you must make an appointment.

- Just that she (career consultant) is not there when I'm on my spares.

Summary

In general, all of the students interviewed demonstrated a very positive feeling about the Career Information Centre. The students appeared to be well-informed about what was available in the Centre. They had visited the Centre several times, for the most part.

Although there were eight different reasons mentioned for visiting the Centre, the students with three exceptions, all seemed to have been satisfied with their visits to the Centre. They found what they had been looking for. It is interesting to note that two of the three students who were only partially satisfied with what they had received from the Centre were unable to be specific about what they had looked for and not found. Most of the students who affirmatively declared their satisfaction with their visit(s) to the Centre were able to articulate clearly why they had gone to the Centre and what information they had found.

It was in response to the question on whether or not the student found in the Centre what he wanted, that students indicated they were using the Centre for purposes other than obtaining career information; one student went to discuss the course content in a subject in which he was currently enrolled, another student had hoped to find some assistance in finding employment after graduation, a third went to find how to go about getting a part-time job.

Career Consultant

Twenty students had had some contact with the Career Consultant. All of these students had a favourable opinion of the Consultant.

Five students had had no contact with the Consultant. Of these five, two students commented that the Consultant was not in the Centre at the time of their visit. The other three felt they had no need to talk with the Consultant.

Materials

There were many favourable comments about the materials. The students stated they felt the materials were complete, well-organized, easy-to-read and accessible. One student was pleased to note that there was more than one copy in many cases. Also, another commented on his preference for dropping in to browse through the material rather than making an appointment as in the Guidance Centre.

There was one criticism mentioned by three students .... they felt that some of the materials they had looked at were out-of-date. Students seemed to note both the date the article or pamphlet was published, and also the salary scale as being indicative of whether or not the material is current. One student criticized the materials for having too much detail, while three said there was not enough. One student mentioned he would like to see a sign-out sheet or some method for borrowing materials to take out of the Centre.

One student mentioned that information on the Work Study program was made available to him only after he asked for it.

One student mentioned that he would like to see more careers grouped under interests and/or abilities.

Another student would like the material to contain suggestions or courses that would be helpful in preparing for a particular career or careers.

Special Activities

Because the interviewing was done in December, and because there appeared to have been only a few special activities held by the Centre up to the time of interviewing, 19 students said they had not been involved in this aspect of the Centre's programme. Even though they had not attended any of the special activities, over half of these students indicated they were aware that such activities were going on and in many cases they indicated they would attend when an activity was held in which they were interested.

CAREER CONSULTANT DIARY

Purpose

The career consultant was asked to keep a diary in order to provide first-hand information about what happens in the centre on typical days.

Procedure

Beginning early in October, the career consultant started her diary. Entries were made every Thursday under the following headings:

- Activities of Career Consultant
- Types of Student Activity
- Group/Special Activities
- Other comments

Under the first three headings the entries referred to what occurred on that particular Thursday. Under "other comments", however, the consultant noted any events or incidents which took place during the previous week which she considered indicative of a trend, change in policy or approach. One further piece of information was recorded; the approximate number of student visits on Thursday (excluding orientation classes).

Results

The diary of the career consultant was consolidated and the findings are summarized in Tables I and II and in the Graph.

The Graph shows the number of students who visited the career centre on 12 Thursdays. A total of 30 students visited the centre on October 17. This peak may be the result of orientation which produced an increase in interest in career planning. The subsequent dip on October 31 to 12 students occurred just before the week of student evaluation. The career consultant commented that the increased interest during the week of November 21 and November 28 resulted from students seeking alternatives to their chosen careers upon receipt of their examination results.

The following two tables summarize the activities of the career consultant over 10 Thursdays on which a detailed diary was kept.

GRAPH

Number of Students who visited Career Centre on Thursdays - from October 10th - January 16th., 1975 (excluding Orientation Classes).

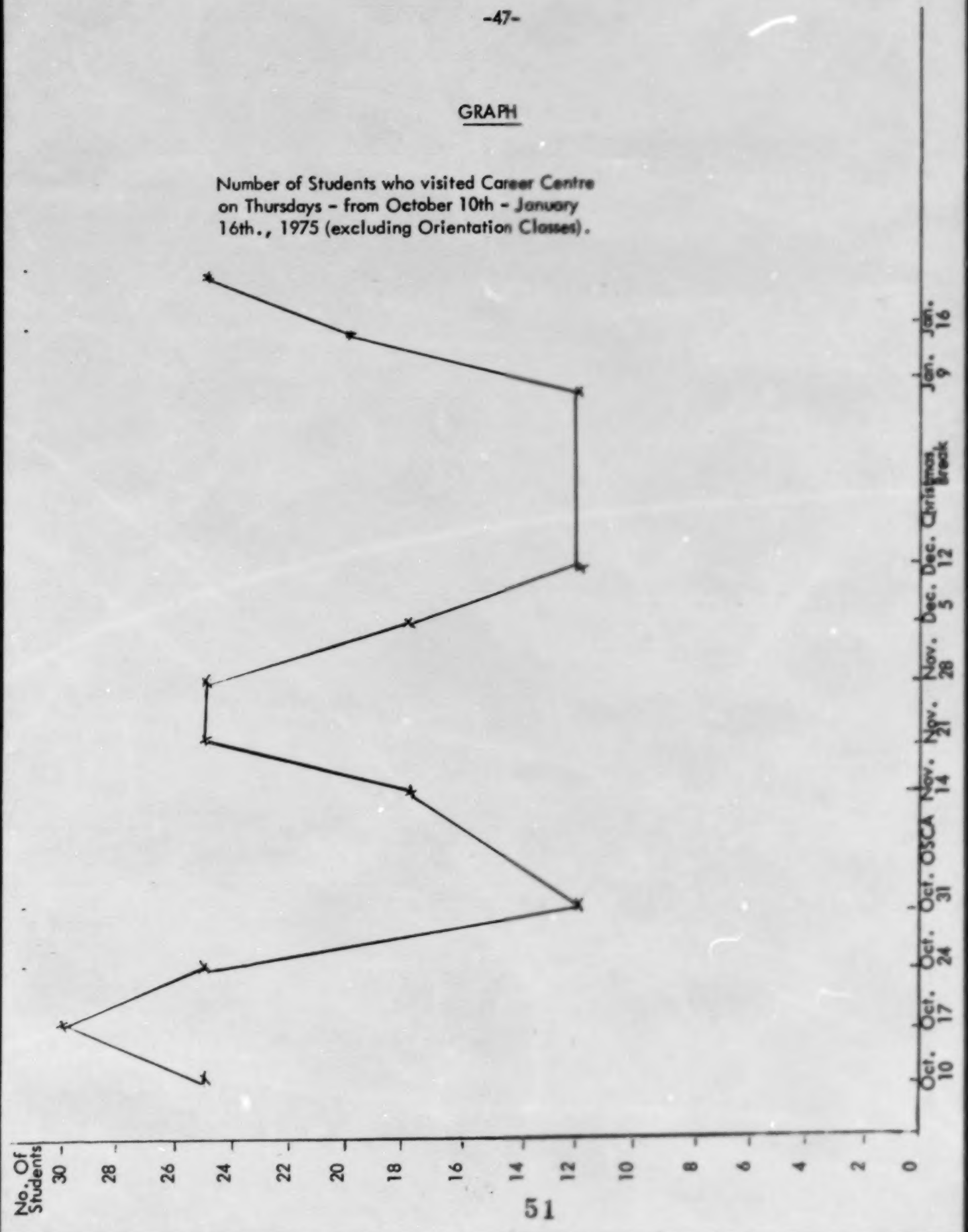

TABLE 1

Activities of Career Consultant	Number of Days* on which the activity occurred
Counselling	7
Referring students to location of required materials or to a counsellor	7
Orientation of classes of students in Centre	6
Outside counselling (i.e. Seneca, Canada Manpower)	5
Making signs/posters	4
Organizing materials	4
Arranging for presentations or trips	4
Showing films	3
Working with teachers	3
Listening to tapes	2
Obtaining information outside centre for students	2
Parents night	1

*

Many of these activities occurred frequently in the course of a single day. This table merely describes the types of activity which may occur on any single day.

As might be expected, the career consultant's activities centre upon students and during the course of a day she interacts with students in a variety of ways. It is also interesting to note that on a rather regular basis the consultant must spend time organizing materials in the centre.

The types of student activity are reported in the following table. The most regular kind of activity is informal discussions among students.

TABLE 2

Activities of Students	Number of Days on which the Activity Occurred
Having informal discussions with each other	8
Serious Reading	6
Receiving career counselling	4
Making brief requests/checking out a specific need	4
Film viewing	4
Listening to tapes	3

Other Comments

Included here are comments covering a wide range of topics, including details about special or group activities. These comments are quoted directly from the Career Consultant's diary, as they provide more detailed information about what occurs in the Centre than the more rigidly structured sections of the diary.

October 10th., 1974

This morning's orientation was a failure. I went down to get the class. The teacher asked me a few questions so I was not able to go up to the centre with the class. The students knew the teacher would go on a field trip so they just disappeared somewhere. Only a few students came to the centre. I had to do the orientation with them again the following Tuesday. This episode is very revealing. Teacher ought to make presentation and ensure that understanding of what is to occur is spelled out.
- average attendance a day - 25 (not including the class for orientation).

In the past I spent a lot of time working at the big table. I thought it would be easier for students to approach me. I decided to change my approach this week by working at my desk most of the time.

Thursday, October 17th.

It appears to me that the most effective way to reach the students in the basic stream is to work closely with the teacher. Right now, I'm working closely with a commercial teacher. She has sent students to me in the centre.

I made arrangements for a student to talk to our school psychologist as she wanted to know more about that career. She came back to say that the conversation cleared her mind. She said before she came to the centre she didn't know what to do. Then she read the file on occupations in Social Science and saw school psychologist. She said now she knows what she wants to do.

Last Friday a student came to ask me if he could sign out a calendar over the long week end. When I explained to him it's not our policy to sign out things, he was very angry, arguing that he could take things out from the library. I had to explain to him that if I allowed him to sign out things, I have to allow all students to do the same. One person in the centre just can't set up circulation service. I saw no particular reason why he could not come and read in the centre.

I expected Friday afternoon to be quiet, especially as it's before the long Thanksgiving Day week-end. It turned out that it was quite busy. A student even stayed until 4:30 p.m. - 4:00 p.m. is the closing time.

Average attendance today = 27 (not including orientation students).

Thursday, October 24th.

Students tend to know what to expect from the centre if they have gone through the orientation. They know where to look for things and when to ask me questions. It pays to spend time on orientation.

It seems to me that when I sit at my desk the students know I am in charge of the centre and will come and ask me questions when they need me. It works better for me too for then I know what everybody is doing in the centre when I am at my desk. Some students prefer to be left alone. My policy right now is to keep an eye on what students are doing. If I think they look puzzled or lost then I offer to help. I wouldn't say "Can I help you" to students when they first enter the centre. That was what I used to do in the past week. I found that it did not work. Students may just like to browse or explore on their own.

Thursday, October 31

Nobody came this morning and I expected to have a quiet day. However, about 12 students came after lunch hour. I expected to have a quiet week because Evaluation (Exam.) begins next Monday.

Met a student in front of the centre. She was one of the students I spent a lot of time with in the centre. At that time she just wanted my opinions on various colleges of education. She did not seem to like looking up information for herself. She wanted second hand information and to be told what to do. I asked her if she had decided what to do today. She said I am in grade 12 and I don't have to think about my career until I am in grade 13.

No orientation this week because teachers were reluctant to let me take the class away for 15 - 20 minutes. It's because of evaluation coming up next week.

Thursday, November 7th

Visit from a counsellor at York Mills Collegiate. She copied some of the titles of publications headings of the organization of the centre. Perhaps she wanted to set up a similar centre too.

A teacher of auto-mechanics in our school came up and looked at the information we have on the field. We agreed to set a time where we can meet again to talk about how the centre can serve his students.

Thursday, November 14th

Mrs. Priscilla Cole a counsellor at Seneca referred one of her students to the centre. She (the student) phoned before she came with her two young children. She stayed for three-quarters of an hour and had to leave because the children were disturbing her. There is no way she could come without the children before 5:00 p.m.

I listened to some of the cassette tapes by Second Century A.V. and have found them very good. Have asked students to listen to some of the relevant tapes and they seemed to like them too.

Thursday, November 21st.

A former Vanier student phoned to ask for information. I felt she should make an appointment to see us in the centre. She said she is working from 9:00 a.m. to 5:00 but she was convinced towards the end of our conversation that she should find time to come to the centre and explore all the careers that she might be interested in.

Many students have come to the centre trying to see what they can do by way of work, because they have to choose a university or universities next week.

Eight students came to the centre to find out if there is an alternative to the career they have in mind. It is because they did poorly in some subjects in the last exam. and wanted to drop them.

It seems to me that certain events in school generate interests in students to look for career information, e.g. before and after examination, application to university admission.

Have had very favourable comments from teachers, counsellors and students about the photos we borrowed from the Ontario Hospital Association showing people at work in hospital careers. Should we try to take some photos of people in various careers too ourselves? i.e. for future use, e.g. for display purposes.

Nancy Reid from the Ontario Hospital Association came on Monday from 1:00 to 5:00. From 1:00 to 3:15 she answered student questions. There were always 5 students from one period to another. Some students came back after they had gone to the class. Some asked teachers for time off to talk to her. She was very good. Then we showed a film called "Hospital Is ...." after school and we had discussions after the film.

The photographs we borrowed from the Ontario Hospital Association are extremely good. We are hoping to get some copies to be placed in the centre all the time.

We also showed 2 films on nursing during the week. Today is the third day. The average attendance so far is 3.

Orientation with grade 9 and 10 - It seems that most of the students were not motivated to come to the centre but were brought in by the counsellors and teachers. I tried to make it as short as possible and give them plenty of time to look around instead.

Had one student not knowing what to do when she had to hand in the university application form tomorrow. She did not want to know what she wanted to be but she would go to the university first and then perhaps she would think about it.

Thursday, December 12th.

A representative from De Vry Institute came to give a talk on careers in electronics. Only 8 students turned up. Could it be that it is around Xmas and most students work after school?

The word is getting around that films are shown in the career information centre. A few students have just dropped in and asked me what films are shown today.

The same with cassette tapes. Some just asked for tapes in physiotherapy.

I have been asked by a Math. teacher to list some of the careers that require Grade 9 or 10 Math. He told me his students have been asking him why they have to take grade 9 or 10 math.

January 9th., 1975

It's interesting to note that a girl who appeared to have her mind set on going into teaching (she read the pamphlets and saw a counsellor) said to me she wanted to explore the possibility of working as an air hostess. In fact, she went to the airport and talked to people there. She came to the centre this time to check out some of the information she had read from the guidance monograph.

A former Vanier student who is studying at U. of T. came back to talk to a science teacher. He planned to go into dentistry but now has found out that it is not too easy to get into that faculty. He was told by his science teacher in our school to come to the centre to find out other alternatives.

A grade 10 boy asked me a very interesting question yesterday. He asked me "Why are you working here? You know all those well paid jobs in the centre". Maybe this is the way he thinks he can get from the centre.

PART D

OBSERVER'S RECORDS

Purpose

During the evaluation planning sessions it occurred to some of those involved that it would be difficult for the Career Consultant to do her job, as well as make extensive notes regarding student activities in the Centre. It was therefore decided to introduce a non-participating observer into the Centre whose sole responsibility would be to record what happened.

Methodology

A researcher was hired early in December to observe in the Centre, on alternate half days over a two week period. At half hour intervals, he was instructed to make entries about what had just occurred. He also indicated how many students or special visitors had been in the Centre.

Due to the fluid nature of student use of the Centre (something like a library) it was impossible to design a structured kind of instrument to record what was happening. The main reason for this difficulty is that at times the Centre is an extremely busy place with over 30 students pursuing different activities. On the other hand, there are periods when the Career Consultant is alone in the Centre.

The observer was given instructions and was also guided in the kinds of statements he was expected to make (See Appendix C).

Results

	Total Number Of Students in Centre	Total Number Of Other Visitors To Centre.
Monday, 9:00 - 12:00 noon	* 34	3
Tuesday, 1:00 - 4:00 p.m.	8	-
Thursday, 8:30 - 12:00 noon	** 54	4
Friday, 9:00 - 12:00 noon	9	1
Monday, 1:00 - 4:00 p.m.	10	-

* Orientation of one class occurred
** Orientation of two classes occurred

The table above reflects the changing nature of the activities in the Centre. There also

appear to be certain periods when students find it inconvenient to visit the Centre. For example from 10:30 - 11:00 on two days, the observer notes that there were no students in the Centre, and again from 2 - 3 in the afternoons there is little activity.

A page from the Observer's Record illustrates sufficiently the kinds of information collected by this procedure.

NOTES

9:00 - 9:30 Guidance Class - Group of 20 plus Guidance Teacher given talk by Consultant, generally observe displays.

9:30 - 10:00 Show film on Optometry to same group (20 min.)
Group leaves
2 boys arrive to see same film
had trouble with the projector.

10:00 - 10:30 showed film to boys
one other boy browsed material concentrating on occupational information binders.
2 girls browse "special features" and talk.
man enters seeking college calendars
2 boys enter and watch last half of film
consultant goes through newspapers during film
directs boys to a section of the centre

10:30 - 11:00 Consultant out of Centre (Centre mostly empty for this period)
1 girl peruses library
"assistant" to counsellor does typing and takes articles from newspapers.

11:00 - 11:30 consultant working at desk work (Centre mostly empty for this period)
assistant filing information in career binders
1 girl observes bulletin board
consultant reviews a nursing film (1/2 hour)

11:30 - 12:00 1 boy arrives - goes to college calendars
consultant talks to boy - directs him to occupation binders
film finishes
consultant goes through papers and information at desk
1 boy looks at/through University calendars generally around the room
Consultant shows him use of occupational binders
1 boy is directed to bulletin board by a teacher
consultant helps boy in how to look for part-time work
1 boy enters and asks for information about a college
goes for lunch.

Conclusion

Although it is interesting to read these notes, it is felt that they do not provide sufficient additional information to warrant this procedure being repeated. The same information can be collected from other sources at less cost, both in time and personnel.

PART E

NEXT STEPS

- As noted at the beginning of this report, the survey of students will be replicated, with additional questions about the Career Information Centre and Consultant, in the spring of 1975, again in the fall of 1975 and spring of 1976. An outcome of having access to the materials in the Centre and the assistance of the Consultant should be reflected in an improvement in the students' ability to answer the difficult questions posed in the instrument.

- The Consultant will resume her diary in March.

- Guidance staff will keep a record of the time spent on career related activities for a two-week period in April.

- A form has been designed to record the details of special projects such as field trips, speakers, presentations.

APPENDIX A

QUESTIONNAIRE FOR STUDENTS

THIS YEAR THE SCHOOL IS GIVING INCREASED EMPHASIS TO HELPING STUDENTS PLAN MORE EFFECTIVELY FOR THEIR FUTURES. WE WOULD LIKE YOU TO RESPOND TO THE FOLLOWING QUESTIONS AS FULLY AS YOU CAN. YOUR ANSWERS WILL HELP US TO HELP YOU TO MAKE BETTER CHOICES FOR YOUR FUTURE.

YOU HAVE BEEN RANDOMLY SELECTED TO PARTICIPATE IN THIS SURVEY. ALL RESPONSES WILL BE KEPT COMPLETELY CONFIDENTIAL AND NO NAMES ARE REQUIRED.

BACKGROUND INFORMATION (PLEASE CHECK THE APPROPRIATE BOXES).

AGE:

- 14 years and under ☐
- 15 ☐
- 16 ☐
- 17 ☐
- 18 ☐
- 19 ☐
- 20 years or over ☐

GRADE:

- 9 ☐
- 10 ☐
- 11 ☐
- 12 ☐
- 13 ☐

SEX:

- MALE ☐
- FEMALE ☐

LEVEL:

Advanced ☐ General ☐ Basic ☐

AFTER LEAVING VANIER YOU INTEND TO: (CHECK ONE BOX ONLY)

- Go to University ☐
- Go to a Community College ☐
- Seek Employment ☐
- Enter An Apprenticeship ☐
- Other ☐
- Don't Know ☐

1(a) IN THE PAST YEAR, HAVE YOU SOUGHT ASSISTANCE FROM A SCHOOL GUIDANCE COUNSELLOR REGARDING EDUCATIONAL CHOICES YOU HAVE TO MAKE. (E.G. COURSE OPTIONS OR POST SECONDARY INFORMATION)?

Yes, More than Once ☐ Yes, Once ☐ No ☐

(b) IF YES, HOW HELPFUL WAS THE INFORMATION YOU RECEIVED?

Very Helpful ☐ Quite Helpful ☐ All Right/Not Bad ☐ Not too Helpful ☐ Not At All Helpful ☐

2(a) IN THE PAST YEAR HAVE YOU SOUGHT ASSISTANCE FROM A SCHOOL GUIDANCE COUNSELLOR REGARDING CAREER CHOICES YOU HAVE TO MAKE (E.G. JOB OR OCCUPATIONAL INFORMATION)?

Yes, More Than Once ☐ Yes, Once ☐ No ☐

(b) IF YES, HOW HELPFUL WAS THE INFORMATION YOU RECEIVED?

Very Helpful ☐ Quite Helpful ☐ All Right Not Bad ☐ Not Too Helpful ☐ Not At All Helpful ☐

3(a) IN THE PAST YEAR HAVE YOU SOUGHT ASSISTANCE FROM ANY OF YOUR TEACHERS REGARDING EDUCATIONAL CHOICES YOU HAVE TO MAKE (E.G. COURSE OPTIONS OR POST SECONDARY INFORMATION) ?

Yes More Than Once ☐ Yes, Once ☐ No ☐

(b) IF YES, HOW HELPFUL WAS THE INFORMATION YOU RECEIVED?

Very Helpful ☐ Quite Helpful ☐ All Right/ Not Bad ☐ Not Too Helpful ☐ Not At All Helpful ☐

4(a) IN THE PAST YEAR, HAVE YOU SOUGHT ASSISTANCE FROM ANY OF YOUR TEACHERS REGARDING CAREER CHOICES YOU HAVE TO MAKE (E.G. JOB OR OCCUPATIONAL INFORMATION)?

Yes, More Than Once ☐ Yes, Once ☐ No ☐

(b) IF YES, HOW HELPFUL WAS THE INFORMATION YOU RECEIVED?

Very Helpful ☐ Quite Helpful ☐ All Right/ Not Bad ☐ Not Too Helpful ☐ Not At All Helpful ☐

5(a) CAN YOU PICTURE THE KIND OF WORK YOU WILL BE DOING 10 YEARS FROM NOW?

Yes, Quite Clearly ☐ Yes, Vaguely ☐ No ☐

(b) IF YES, PLEASE DESCRIBE THE WORK YOU THINK YOU WILL BE DOING AND SOME OF THE ACTIVITIES YOU SEE YOURSELF PERFORMING.

6. IN YOUR OPINION, WHAT ARE THE IMPORTANT STEPS STUDENTS SHOULD FOLLOW BEFORE MAKING DECISIONS ABOUT THEIR FUTURE?

1. _____
_____
2. _____
_____
3. _____
_____
4. _____
_____
_____
_____

7. PLEASE DESCRIBE THE STEPS YOU HAVE TAKEN SO FAR REGARDING PLANNING FOR YOUR FUTURE.

_____
_____
_____
_____
_____

8. PLEASE DESCRIBE THE TYPES OF ASSISTANCE YOU WOULD FIND MOST VALUABLE IN HELPING YOU TO MAKE DECISIONS ABOUT YOUR FUTURE.

_____
_____
_____
_____
_____
_____

THANK YOU FOR YOUR COOPERATION

APPENDIX B

QUESTIONS

1a). IS THIS THE FIRST TIME YOU'VE BEEN TO THE CENTRE?

Yes

No

If No - How many times have you previously been to the Centre?

2. WHY DID YOU DECIDE TO GO TO THE CENTRE?

3. DID YOU GET FROM THE CENTRE WHAT YOU WENT FOR?

Yes: Tell me about it.

No: Why not?

4. DID YOU TALK TO THE CAREER CONSULTANT?

Yes

No

If Yes, - Was it helpful? In what way(s)?

If no, Why?

5. WHAT DID YOU THINK OF THE MATERIALS YOU LOOKED AT?

6. DID YOU FIND WHAT YOU WANTED?

7. HAVE YOU BEEN INVOLVED IN ANY OF THE SPECIAL ACTIVITIES OPERATED BY THE CENTRE?

Seminar/lecture about a specific career

Fieldtrip

Group discussion on a specific career

Fieldtrip

Group discussion on a specific career

Other

Probe for Reactions

8. DO YOU HAVE ANY SUGGESTIONS AS TO HOW THE CENTRE WOULD BE IMPROVED?

9. WHAT ARE YOU GOING TO DO NOW ABOUT YOUR CAREER PLANS?

10. Is there anything you'd like to add?

It may be helpful for me to talk to you again later in the year. I'd like your name _____ O.K?

APPENDIX C

OBSERVERS INSTRUCTIONS

1. FOCUS ON STUDENTS - WHAT THEY DO

2. NOTE TOTAL NUMBER OF PEOPLE IN CENTRE (VANIER STUDENTS AND OTHERS)

3. USE HALF HOUR INTERVALS AS TIME CONTROL

IF THERE ARE FEWER THAN 4 STUDENTS IN THE CENTRE, FOLLOW THE ACTIVITIES AS THEY OCCUR AND NOTE DOWN AT ONCE. A PATTERN OF THEIR ACTIVITIES IS THE PURPOSE OF THESE NOTES. TRY TO INCLUDE THE NAME OF THE AREAS WHERE STUDENTS ARE LOCATED.

IF THERE ARE MORE THAN 4 STUDENTS AND A GREAT DEAL OF ACTION IS OCCURRING, SIMPLY STOP RECORDING AND WATCH WHAT IS HAPPENING. NOTE THE TOTAL NUMBERS, AND ENDEAVOUR TO REMEMBER WHAT HAPPENS. MAKE NOTES FROM RECALL AFTER ACTIVITIES SLOW DOWN.

Exhibit 2

Kinds of Statements you will make about STUDENTS

STUDENT-CAREER CONSULTANT
- Student works with Career Consultant (discussing, examining materials)
- Student waits for assistance or materials from Career Consultant

INDEPENDENT WORK
- Student reads independently
- Student makes written notes
- Student looks at shelf materials
- Student generally browses around Centre
- Student reads bulletin board
- Student views filmstrip
- Student listens to tape
- Student signs up for activity or trip
- Student works at SGIS terminal

STUDENT-STUDENT WORK
- Student examines and/or discusses materials with other students
- Student talks with other students

GROUP WORK
- Student listens to a group speaker
- Student contributes to a group discussion
- Student speaks to a group
- Student watches demonstrates to group
- Student views film or filmstrip with a group
- Student listens to tape with group

OTHER USE OF TIME
- Student spends time alone not actively doing something

Kinds of statements you will make about Careers Consultant

STUDENT RELATED
- Talking to/counselling a student
- Talking to/counselling several students
- Showing groups of students around
- Helping students with SGIS
- Conducting a seminar
- Showing films
- Participating in seminar with special speakers

ADULT RELATED

- Talking to a Counsellor
- Talking to a "special" visitor
- Talking to a teacher
- Showing groups of teachers around
- Showing groups of visitors around
- Attending meetings in Centre
- Working with volunteers/helpers

CENTRE RELATED

- Talking on 'phone
- Reading
- Filing
- Desk Work
- Typing
- Making signs
- Clipping newspapers
- Arranging bulletin boards
- Tidying/arranging material

LEAVES CENTRE